



Montana Schools

Volume 24, No. 1

Office of Public Instruction Georgia Rice, Superintendent

October 1980

Montana's Indochinese refugee students

Learning about America

The question was simple. "Why do you like to come to school?"

The responses were obviously not from American students.

"For learning and speech. To learn everything that Americans do. To use myself, become better and get a job. To learn more about English, our future and many things I can't figure-out. To learn everything about Americans and learn about their life, history, government and use myself."

These statements are the spontaneous testimony of Indochinese refugee children that their top and sole priority is to understand and become a part of American culture.

Barbara Mino, who teaches "English as a Second Language" (ESL) to Indochinese high school students in Missoula said, "When they say they want to learn English, they mean they want to fit-in and be one of the kids."

The task of "fitting-in," adapting and adopting American culture is not an easy chore for these students. Their task is a complex, demanding, frustrating, challenging and rewarding struggle. But, according to Mino, it is a hurdle that is all-important for them to leap.

Although students garbed in 1980 Western wear are an outward sign of their changing lifestyle, their past and cultural background have shaped their lives and must be understood by teachers, friends and the community.

Mucacha K. Caerpao has written the following about the Hmong, a group of people from Laos who now inhabit the Bitterroot Valley in western Montana:

We, the Hmong people were used to living quietly in a peaceful life near our farms. We wanted to stay close to nature, and enjoy the fresh, clean, cool air. Freedom and liberty have been very important to us...

Unfortunately, the war and politics have pushed people out of the country. The Hmong people could not stay because the new government was planning to uproot all the Hmong. For all these reasons we were certain that we were going to be massacred. Those people who had served with the U.S. government could not remain in Laos--their lives were in danger...

While we were in the refugee camps, the U.S. Immigration Service began processing our applications. It took from six months to one year to complete. It took so long because we could not come unless we had a sponsor.

Caerpao also expresses one of the main desires and goals of the Hmong people and the Indochinese refugee students: "We wish to become good American citizens and get our citizenship in the next five years," he said.

The two major problems in becoming a citizen and adjusting to a new and extremely different way of life are language and cultural barriers. Subsequently, schools which are attempting to assist Indochinese refugees place their emphasis on teaching the English language and easing the transition to American culture.

Ken Briggs, English as a Second Language teacher for grades K-8 in Missoula Dist. 1, said that "formal education was never stressed in their culture. Since it is an agrarian society, hunting and farming are more important than reading and writing. But missionaries and wars created great changes in their lives."



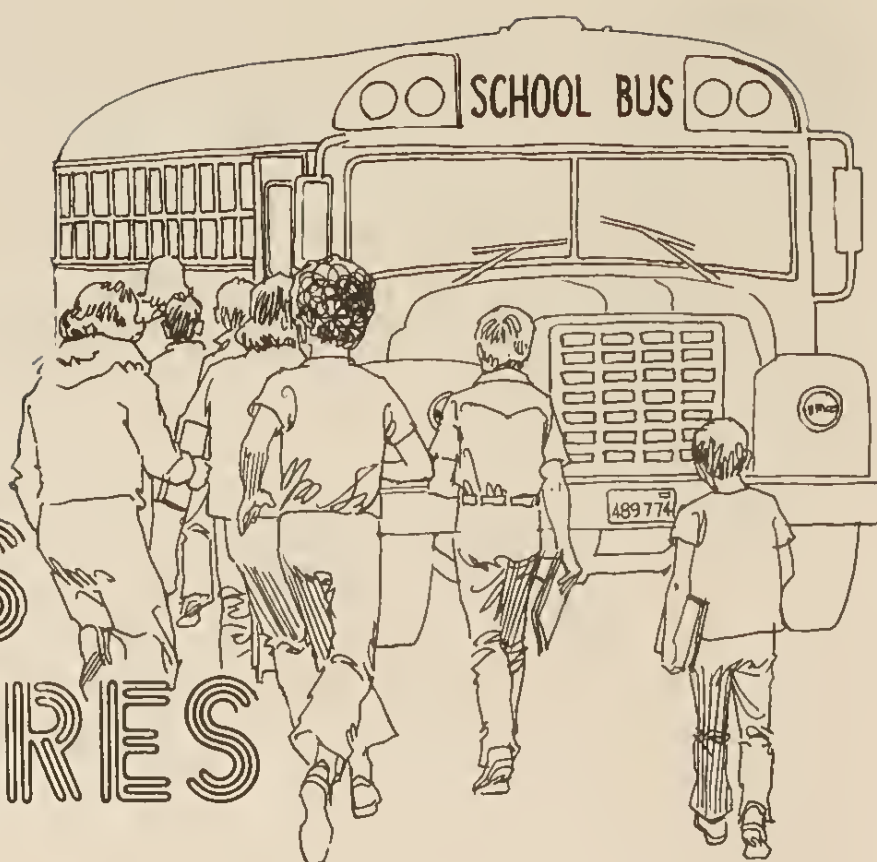
continued on page 4. . .

First grader Quoc Duy Phun, Vietnam

Great Falls Public Schools

*develop
comprehensive*

CRISIS PROCEDURES



What do people do in an emergency? Who do they contact? Listen to? Question? What should they say to administrators, teachers, students, parents or the media?

The fire alarm sounds. Students stand and move rapidly, without crowding or running, into the hall and out the exit nearest the classroom. The teacher checks to ensure that all students are out of the room and closes the door. The first pupils outside move away from the building so exits are not blocked. Teachers direct the students across streets, if necessary. Everyone is safe. There are no injuries or confusion because a crisis procedure was planned, practiced and carried out.

Last February, the Great Falls Public Schools set out to establish a system to deal with all crises that a school may face. Seven and one half months later, they have produced and published an extensive and practical **Crisis Procedure Manual**.

"We wanted to eliminate as much of the unknown as possible so that any crisis we face can be met with the same efficiency we meet fire drills," said Audrey Olson, information consultant, Great Falls Public Schools. "Many of the procedures were already in effect," she said. "They needed to be put down in written form."

"What do people do in an emergency? Who do they contact? Listen to? Question? What should they say to administrators, teachers, students, parents or the media? Who and what are they responsible for? Those were some of the questions we had to address," Olson said.

The **Crisis Procedure Manual** will be attached to nearly every phone in the district and will be updated annually, she said.

Checklists are provided for principals, teachers and custodians listing their responsibilities in an emergency. Each checklist contains information on situations unique to the building and a chain of command for each school.

Procedures are listed for dismissing and transporting pupils, handling bomb threats, nuclear warnings, hazardous material spills, explosions, utility loss, tornadoes, fire drills, earthquakes and many other emergency situations.

Harold Wenaas, superintendent of the Great Falls Schools, issued a policy statement on the manual.

"School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, health and property of students, faculty and staff in emergencies," he said.

"School authorities have both a moral obligation and a legal responsibility to provide for protection of public property and life, health and property of students, faculty and staff in emergencies."

Plans include an organization chart with lines of succession and emergency assignments clearly designated. Wenaas also said consideration must be given to security and preservation of essential records and sensitive areas, such as boiler rooms and electrical panels.

"This crisis procedure," he said, "must be reviewed and updated annually prior to the commencement of school in September."

Principals of the various Great Falls schools serve as planning coordinators. It is their responsibility to involve the necessary staff to accomplish the objectives of the crisis plan.

At least once a year, within one month after school commences, the principals arrange for faculty meetings to review and eventually to update the plan, according to Olson.

"People from the schools and the community worked many hours providing information and reviewing the plan," Olson said. "Their support is necessary, if the plan is to work."

The manual also contains school floor plans, population maps for each school, a district map and selected information from organizations, such as Red Cross and Civil Defense.

All parents or guardians of Great Falls students have received information on the crisis procedure.

"In addressing parents," Wenaas said, "our main objective is to attend to the health and welfare of your child/children in the event of a crisis and to see that he/she gets safely home by walking, bus or by transportation provided by parents."

"It is impossible to foresee all the possible emergencies, but we have researched the most effective way to avoid danger," he said. "We have also determined the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the 'normal' way of doing things. It will cause inconvenience to all of us."

Wenaas said school administrators and parents must work together to ensure the **Crisis Procedure Plan** meets its objectives and to assure maximum safety of the students.

Parents also received an instructional sheet listing where their children would be sent, how they would get information and where they would pick up their children if necessary. The sheet is designed to be attached to their own telephone books.

The Great Falls news media plays an important part in the **Crisis Procedure Plan**. Olson said she has worked with them in developing the plan and will periodically review the final plan with them.

Copies of the **Crisis Procedure Manual** are available to other school districts interested in developing a comprehensive written crisis policy. However, copies will be made available to superintendents only as long as the supply lasts, due to printing expenses. For more information contact Audrey Olson, information consultant, Great Falls Public Schools, 1100 4th St. S., Great Falls 59401, 791-2300.

"We want to eliminate as much of the unknown as possible so that any crisis we face can be met with the same efficiency we meet fire drills."

When a crisis arises, there is no time to plan actions or read detailed instructions. The manual is concise and indexed so materials are easily accessible.

The first page of the manual provides immediate steps to be taken. Under "Emergency Numbers-Communication Procedures" services and people to be contacted are listed. If those people are not available, a secondary list is provided in the order they should be called until a responsible official, a person in charge, is notified.

The manual includes a list of "Alternate School Locations" so teachers and parents know where a student will be sent if they must leave their regular school building.

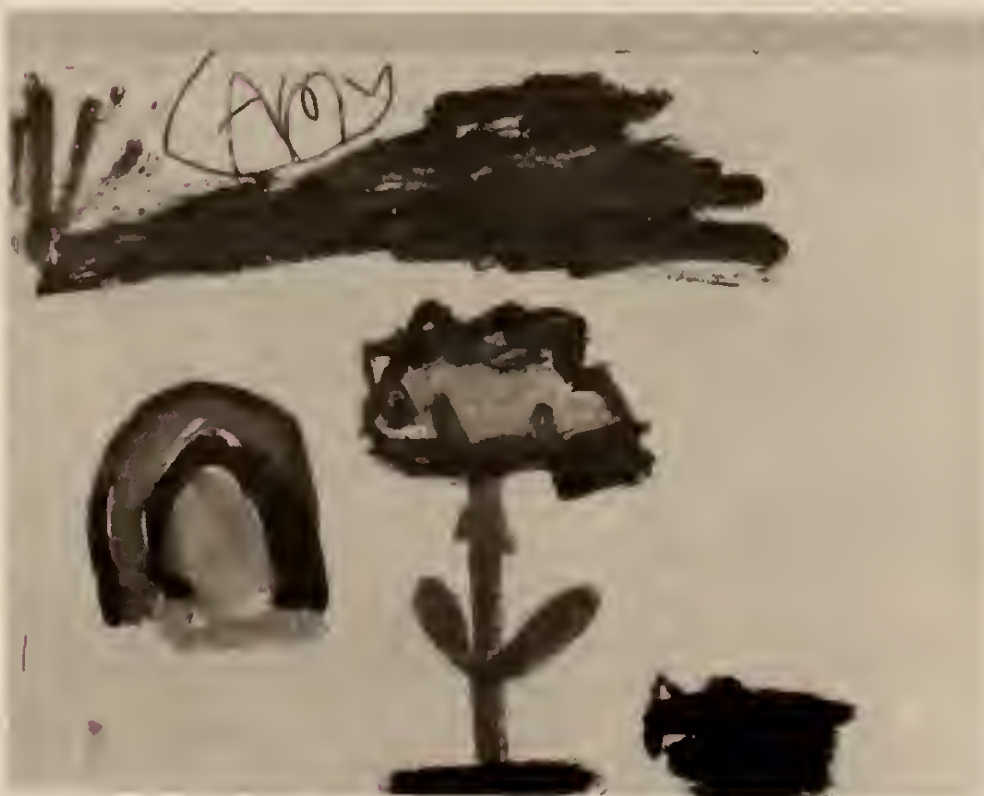
"It is impossible to foresee all the possible emergencies, but we have researched the most effective way to avoid danger....Any disaster will disrupt the 'normal' way of doing things."

From Our Younger Readers.....

The railroad that took a minute

Once upon a time long, long ago there was a man named Patrick O'Tool. He was looking for a job. Finally he found one. The job he found was working on the great Pacific Railroad. He did the whole railroad in one minute. The railroad people decided to build another one. But that morning when Patrick O'Tool was still eating breakfast, the Indians came. Patrick heard them. The Indians had come to destroy the railroad. Patrick O'Tool ran out and did the second railroad. The Indians couldn't [do] one thing to the railroad because the spikes were too tight. The Indians went away sad because the railroad people had spoiled their hunting grounds. All the railroad people awarded Patrick O'Tool for building the first and second railroad in the whole world. They awarded him with a big celebration. The End.

Ronda Lynn Lawrence
Opheim, Mont.
Grade 2 (at time of writing)
March 13, 1980



by Amy Foster
Kindergarten
Ray Bjork School
Helena



by Peter Flynn
Kindergarten
Ray Bjork School
Helena

Opheim, Mont.
Feb. 20, 1980

Dear Nathan Hale,

I am sorry about what happened to you. We read about you in our reading book. You were very brave to take that mission. Now men can walk on the moon.

George Washington was our first president. There are airplanes and cars. There [were] 40 presidents in these hundreds of years. We have electric lights too. George Washington won the war too. We have invented ships and ovens and different kinds of cloths too. We have invented machines and pencils. And we are putting in new cutboards.

Your friend
Wesley R. Flichenger
2nd grade (at time of writing)

Learning about America

...continued from page 1

Lynn Hinch, Bilingual National Origin consultant for the Office of Public Instruction and former instructor of Indochinese refugee students, said that "the Hmong language was not written until less than 50 years ago. Literacy is new to them. Most of the adults are not literate. Many students had never gone to school or held a pencil before coming to this country."

"Since many do not write or read their own language," Briggs said, "it is possible that they will write and read English before their own language. They're learning Hmong at the same time they're learning English."

Teachers must be aware of basic language differences so it is easier to understand certain problem areas for the student. For example, many Hmong consonant and vowel sounds are found in English, but Hmong does not have word-final consonants except for "ng." Teachers can expect students to have trouble initially with plural and possessive endings and tense endings, such as "jumped" and "slept."

Although students garbed in 1980 Western wear are an outward sign of their changing lifestyle, their past and cultural background have shaped their lives and must be understood by teachers, friends and the community.

In relation to sentence structure, Hmong word-order is basically the same as English: subject, verb, then object. But unlike English, Hmong and Vietnamese are monosyllabic, tonal languages. A tonal language means that the meaning of a word changes according to the tone used with it. Hmong has seven tones.

Briggs believes it is important to give Indochinese students a basic vocabulary and illustrate to them their need to learn English.

"If they're going to survive here," he said, "they need to speak English. They must look at their immediate situation--school--and see they need to communicate."

One of the hindrances of learning English in Missoula Dist. 1, according to Briggs, exists "because there are so many Indochinese. They tend not to learn English as quickly as they would if no one else spoke their language."

However, one of the advantages of other bilingual students in the same school is the feasibility of a "buddy system," which teams-up a new, non-English speaking student with a bilingual companion.

The "buddy system" is emphasized when working with Indochinese refugee students "to take some of the burden off classroom teachers and to provide a cultural exchange for the student," Briggs said.

Elementary refugee students are never segregated in special classrooms. They are assigned to a regular classroom and usually placed at a grade level within 18 months of their age/social level. Elementary students receive individual attention in a tutoring session with Briggs, every other day for a half hour.

At the high school level, Barbara Mino teaches beginning, intermediate and advanced ESL for Indochinese refugee students.

Mino said, "The ESL philosophy emphasizes the oral. First, listening and speaking, then reading and writing."

Not only is a program of bilingual education a necessity for refugee students, but also the significance of bicultural education programs cannot be underestimated.

Both Briggs and Mino agree that when Indochinese students first enter American classrooms, the girls are shy and quiet and the males are aggressive and more competitive.

Caerpao attributes this difference to culture:

In the Hmong culture, the girls do not often speak with the boys, especially after the age of 13 or so. They have been isolated from the boys... The Hmong girls are shy. They don't play with other girls and boys. In the Hmong culture, the girls and boys don't mix... The Hmong boys seem to adjust more readily. The change to a new society is not as complex for them as for the Hmong girls.

"The father controls the family in Hmong culture. It is a male-dominant society," Briggs said.

Caerpao has written about accepted American behavior as viewed through the eyes of the Indochinese female: "The girls are also astounded with the wearing of short pants, 'shorts'. When they take P.E. in school they don't know how to accept it so therefore it takes from five to six months for them to adjust."

Techniques of communication are different from American ways. For example, when a student is asked whether they understand what is being taught, they say "yes," even if they don't understand. They don't want to hurt their teacher's or friends' feelings by saying "no."

"'Yes' doesn't always mean 'yes'," Briggs said. "You aren't sure initially what the 'yes' means. The 'yes' is like their smile."

The Indochinese students' desire to please the teacher reflects their cultural background which places the teacher in a highly-regarded and respected position, Briggs said.

"Students in Asian culture are very submissive. They do what will make you feel comfortable," Hinch said. "They are accustomed to learning what the teacher says and are not accustomed to spontaneous question and answer procedures like in American schools."

Mino said that, "at first, they called me 'teacher' and thought it was demeaning to call me by my name. I explained to them it is okay to call teachers by their name and their teachers may not understand if they call them 'teacher'."



Third grader Chackavane Chanthanasinh, Laos

Mino said her Indochinese students are "highly motivated, conscientious and hard-working. They revere education."

"Sometimes they pick-up bad habits from American students because they want to fit-in and adapt," Mino said.

When Mino's advanced ESL students were asked "What do you **not** like about school," they replied, "I do not like fighting," and "I do not like it when people break things or steal."

Mino said some of her students' bikes were stolen, and she noted that harassment and vandalism occur because resentment exists in the community.

Briggs said his young Indochinese students have no problem in establishing rapport with peers.

"The very young play with anybody and have a good time," he said.

"Misunderstandings exist because English speaking children get impatient when they don't understand. Misunderstandings exist because neither side understands the other."

Not only is a program of bilingual education a necessity for refugee students, but also the significance of bicultural education programs cannot be underestimated.

"For example, play is different and games are different. American kids sometimes play rougher than Hmong children. The Hmong child doesn't understand whether the American child is really playing or means to start a fight," Briggs said.

"Generally, kids adapt fairly easily," he said. "Some have problems, but others move right-in, take charge and do well."

The entire school day is an assimilation experience for an Indochinese refugee student.

When non-English speaking (NES) or limited-English speaking (LES) students first enter a classroom in Missoula Dist. 1, they are presented with a registration packet which is written in their native language and includes health and registration forms and procedures plus pertinent school rules and policies.

The testing and evaluation procedure involves hearing and vision screening, administration of the Language Assessment Scales to determine English language proficiency, and informal testing for reading and math placement.

An orientation tape in Hmong was prepared this past summer by Missoula District 1 for Hmong students who are entering American schools. Cha Ky, one of Roslyn Carter's translators when she toured the refugee camps, is narrator.

"They don't want to hurt their teacher's or friends' feelings by saying no. Yes doesn't always mean yes....the yes is like their smile."

Briggs said, "The tape begins with a welcome and Hmong song which conveys they are starting a new life, but there are people here who can help them."

After the welcome, information about school personnel and school routine, such as recess, work time and lunch is presented and Woody Guthrie's "This Land Is Your Land, This Land Is My Land" is sung in English but translated in Hmong by Cha Ky.

Briggs said, "We hope to make other lesson tapes, like the orientation tape, which teach basic survival skills then progress to ESL tapes."

Mino's advanced ESL students already know enough English to advance to higher concerns, such as career decisions.

Mino said, "They're very realistic and realize the career they desire may not be a possibility because of language barriers. But, they also realize their children or younger brothers and sisters may pursue the career they wish."

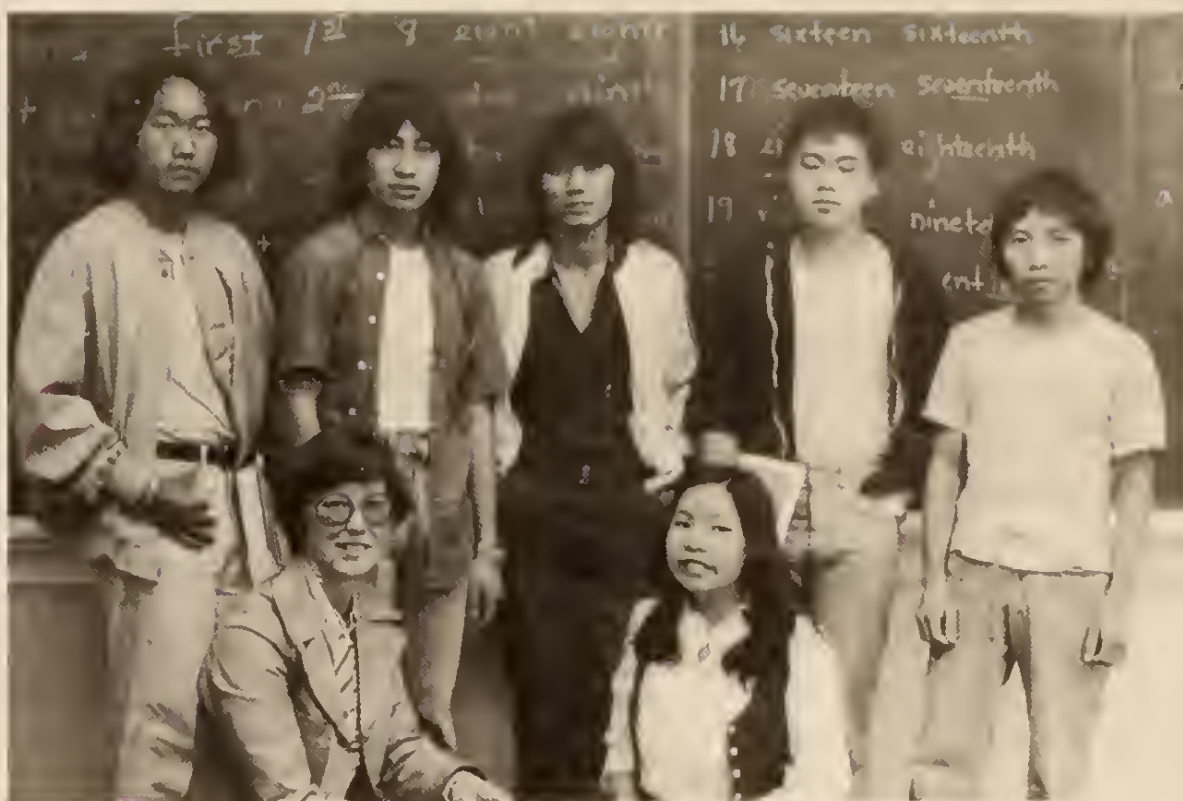
"We want to try to learn. We do not want to be a burden to other Americans....We try to downplay competition, because we do not want there to be any losers filled with a sense of shame and frustration."

Regardless of the frustrations and hard work which school in America presents to Indochinese refugee students, they like school in America. They like school since it offers an opportunity to learn English and, ultimately, a future.

Caerpao summarizes the hope and desires of Indochinese refugee students and of all his people who have come to the U.S.:

On coming to the United States, we have terribly much to learn. Because the majority of our people know very little or nothing about the American society. However, we want to try to learn. We do not want to be a burden to other Americans. It is our highest ideal to work together for our mutual benefit. We try to downplay competition, because we do not want there to be any losers filled with a sense of shame and frustration. Only by freely helping each other, we believe, do we have a future there or anywhere else.

We need lots of help-but most of all, we need your friendship and understanding. In return, we can only offer you ours, and a common will to work for the good of the United States and her citizens. ☆



⤴ Teacher Barbara Mino and her English as a Second Language advanced class. Standing, left to right: Bee Moua, Ge Vang, Va Vang, Houa Yang, Tou Lee Xay Dang. Kneeling, Barbara Mino, Binh Ta Nguyen.

Quoc Duy Phun demonstrates a salute for his teacher, Mrs. Carol Nisbet, while carrying-out orders in English to stand in front of or behind other students. ⤵



PRIME TIME

MATH & SCIENCE

Dates to Remember

Montana Council of Teachers of Mathematics 1980 Annual Conference, October 16-17, Billings, features workshops, sectionals, field trips, special topics for elementary and secondary teachers in math, science and computers.

Glacier National Park Science Workshop "Eagle Watch" and Science Activities October 24-26. Elementary and secondary science teachers. Limited enrollments by appointment only.

Western Montana Teacher Center Workshop on science fairs "How to Conduct." What constitutes a winning project? Plus, project ideas. Scheduled for early November. Contact Bob Lukes, Western Montana Teacher Center, or the Math & Science consultant for additional information.

Western Montana Teacher Center Workshop on Using Micro-computers in the Classroom. Designed for elementary and secondary math and science teachers. Scheduled for early November. Contact Bob Lukes, Western Montana Teacher Center, or the Math & Science consultant for additional information.

Scholarship Opportunities

The Westinghouse Science Talent Search Scholarship Program encourages outstanding seniors, both male and female, to enter the 1980-81 Westinghouse Science Talent Search Scholarship competition.

The competition is aimed at identifying those with potential to become creative scientists, engineers and mathematicians. The selections are made on the basis of a report of an independent research project done by the student, personal data, scholastic record and national test scores. The awards include \$89,500 in Westinghouse Science Scholarships and awards, and 40 all-expense paid trips to Washington for the Science Talent Institute. Scholarship opportunities and other educational assistance went to 300 students named to the exclusive Honors Groups.

The closing date of the competition is **midnight, Monday, December 15**. All entries **must** be in the offices of Science Service, 1719 N St., N.W., Washington, D.C. 20036, by that time.

For additional information contact the Math & Science consultant, 1-800-332-3402.

The National Science Teachers Association

recently announced rules that will govern a student Space Shuttle project. The objective of the project is to stimulate the study of science and technology in secondary schools by engaging students in a competition to develop experimental concepts suitable for flight aboard the Space Shuttle. Up to 200 semifinalists and their teachers will attend preliminary conferences in 10 regions to discuss their proposed experiments with other students as well as NASA scientists. From the 200 semifinalists, 10 will be selected who have developed concepts which best utilize the capacities of the Space Shuttle. These 10 national winners and their teachers will attend a special educational conference at Kennedy Space Center, FL, late summer 1981. For additional details regarding the program contact the Space Shuttle Program, National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, D.C. 20009.

The National State Science Super-Visors in cooperation with the National Science Teachers Association will assist in identifying 10 finalists. Two will receive \$5,000 scholarships and an all-expense-paid trip to the 25th International Edison Birthday Celebration in Cairo, Egypt, February 11-15, 1981. The other eight finalists will receive \$1,000 scholarships. For additional information regarding the scholarship program, contact the Math & Science consultant, 1-800-332-3402.

Energy Conservation Resources for Education

U.S. Office of Education Energy and Education Action Center, Suite S14 Reporter's Building, 200 7th St., S.W., Washington, D.C. 20202. Contact Wilton Anderson. The Center serves as a clearinghouse on energy and education and can give schools technical assistance on energy standards, projects and funding sources.

U.S. Department of Energy, Education Programs Division, 400 1st St., N.W., Washington, D.C. 20545. Contact Revonda Williams, program manager, Vocational Technical Education, Room 307. Information on the recent national energy conference sponsored by this office, the American Vocational Association, and the American Association of Community and Junior Colleges is available. A copy of The National Energy Act can be obtained through the Department of Energy, Office of Public Affairs, Washington, D.C. 20585.

Council of Educational Facilities Planners, International, 29 W. Woodruff Ave., Columbus, OH 43210.

American Association of School Administrators (AASA), 1801 N. Moore St., Arlington, VA 22209. AASA has several relevant publications, including **School Energy Crisis. Problems and Solutions** (1977), **Energy Conservation and the Schools** (1976), and **To Re-Create a School Building** (1976).

American Institute of Architects (AIA), 1935 New York Ave., N.W., Washington, D.C. 20006. The AIA has been actively involved in the subject of building design for energy conservation. Its publications include **Energy Conservation in Building Design**, **Energy Conservation in Buildings** and **New Design Concepts for Energy Conserving Buildings**.

Math Contest

A statewide math contest will be held in 11 sites in Western, Central and Eastern Montana beginning March of this school year. Junior and senior high students will be competing in 10 events that deal with general math, algebra, geometry, calculators, computers and "potluck" math events. Teachers are encouraged to contact Barry Pallington, Highwood School District, for registration, dates and other math contest program information.

—Gary Hall
consultant
Math & Science



Music

Reminder: The MMEA—**Montana Music Education Association** will host its conference for the state's music teachers October 16-17 in Great Falls.

Valuable ideas, information and exhibits are part of the agenda. Attendance at the conference is highly recommended. For more information contact Bill Larson, president, 808 E. 50th St. S., Great Falls 59405.

Music in Your Schools is the title of an eight-page brochure containing 45 action-oriented colored pictures of students engaged in music programs and activities.

The brochure, published by MENC (Music Educators National Conference) in 1978, is available in packages of 20 for \$3.

Music in Your Schools can be used to explain music programs to other educators, parents and students.

Here is an excerpt: "A high quality comprehensive music program should be an essential part of the curriculum of every school because it will: 1) provide an enduring source of enjoyment for every student and enhance the quality of life; 2) acquaint the student with his or her cultural heritage; 3) provide students with insight into other cultures through their music; 4) help students develop their aesthetic potential to the utmost; 5) provide an outlet for creativity and self-expression; and 6) offer additional and unique insights into human nature and life.

As a result of music instruction in the school, the student should be: 1) able to make music, alone and with others; 2) able to improvise and create music; 3) able to use the vocabulary and notation of music; 4) familiar with a wide variety of music; 5) able to respond to music in various ways and to make aesthetic judgments; and 6) able to continue music learning independently. A program of this nature requires competent teachers, appropriate schedules and class sizes, and adequate resources such as books, equipment and instruments."

Some Montana teachers are ordering these brochures as aids in explaining their music programs.

If you wish to request a check-and-return copy of this MENC brochure, contact the Arts in Education consultant, or MENC Publication Sales, 1902 Association Drive, Reston, VA 22091.

Selective lists of music literature are available in the latest three paper-backed booklets from MENC. These lists would be useful in the classroom or for contests and festivals.

1. **Selective music lists (1979) Instrumental Solos & Instrumental Ensembles** for strings, woodwinds, brasses, percussion, harp, recorder and guitar. The lists include grades 1-6. Compiled cooperatively by MENC, American String Teachers Association, National Association of College Wind & Percussion Instructors for \$5.

2. **1978 Selective Music Lists (1978)—Full Orchestra; String Orchestra** for grades 1-6, compiled by MENC and the National School Orchestra Association for \$2.

3. **Selective Music Lists (1974), Vocal Solos and Vocal Ensembles**, includes grades 1-6 for solos, small ensembles, junior high chorus, choral and major choral works. Cooperatively compiled by MENC, American Choral Directors Association and the Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America for \$4.50.

New music teachers may become members of the Montana Music Education Association by writing Bob Bares, MMEA president-elect and membership chairman, 406 W. 12th St., Laurel 59044.

Visual Arts

The Montana Art Education Association Conference and Retreat for art teachers and general classroom teachers is scheduled in the Bozeman area, October 16-18. For more information contact Jean Price, president, 422 5th St. So., Great Falls 59401.

100 art prints (9" x 6") are sold in sets, \$10 each, by the National Art Education Association. These prints are particularly helpful for classroom art instruction. One set will be on display at the MAEA Bozeman Conference.

The 1979-80 YouthArt Exhibition and Project has been most successful in its first year.

Approximately 20,000 Montana adults and students will see the exhibition or slides of the exhibit by the end of this school year.

Information about the second year of **YouthInArt** will be mailed to art teachers and general classroom teachers this fall.

Art pieces are needed by February 1, 1981. Teachers have an entire semester to assemble and select student art work.

There are a number of **Arts Magazines** on the market.

Arts and Activities is one of the magazines which contains well-illustrated suggestions for K-12 art and craft projects. Each issue has a full-color, full-page "clip and save" art print with comments about the artist's style and notes on his/her life. The last several issues featured prints of works by Seurat, Picasso, Wildebain, Utrillo, Evergood, Macke, Tamayo and Cassatt.

This year's issues carry coverage for art teachers, special education teachers and art therapists.

Subscription information is available through your school library or **Arts & Activities**, 591 Camino de la Reina, Suite 200, San Diego, CA 92108.

Drama

Facial expressions, gestures and posture communicate so much meaning that school language art programs should emphasize learning to convey and interpret non-verbal messages as well as spoken and written words.

Experiences with non-verbal language cannot be separated from the total language program. Teaching non-verbal language is a continuous process intimately related to teaching verbal expression.

Smiles, Nods and Pauses by Dorothy Hennings is a compilation of pantomiming, dramatic role-playing and story-telling activities which elementary teachers will find particularly helpful. Junior high and senior high school teachers can adapt the book for their purposes. Citation Press, Scholastic Magazines, Inc., 50 W. 44th St., New York, NY 10036, \$3.95.

Dance

Dance education is a medium for enhancing the quality of life for children, youth and adults. Every human being has the right to move in ways that are primal, expressive, imaginative and transformational.

Therefore, we urge arts, civic and educational groups to develop programs where they do not exist.

Support programs that conform to the following resolution of the Board of Directors of the National Dance Association in 1976:

- foster aesthetic-kinesthetic education
- integrate the human capacity to form and transform through movement
- celebrate the human ability to move with power and expressiveness
- promote movement skills that explore and extend the artistic, cognitive and psychomotor potentials of the human being
- articulate and verify a commitment to man's heritage of dance forms from all cultures and all races
- include sequential dance experiences appropriate to the developmental stages of the human beings for whom they are designed.

The above excerpt is contained in **Dance as Education**, published by the National Dance Association, and Association of the American Alliance for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20036, \$4.95.

—Kay Burkhardt
consultant
Arts in Education



Montana Association of Language Teachers Fall Meeting

Two major topics of interest for foreign language teachers are the upcoming state convention in Missoula and the growing awareness of the need for upgrading foreign language and international studies. The state convention is scheduled to coincide with MEA and MFT meetings, October 16-17. Growing national awareness of the need for improving foreign language and international studies is seen in a number of areas.

A tentative schedule for the fall meeting of the Montana Association of Language Teachers was mailed to all language teachers in May. The focus of the annual meeting Thursday will be global affairs and teaching and testing on Friday. James C. Bostain from the U.S. State Department is scheduled to deliver the keynote address Thursday. Afternoon sessions will feature presentations on the Middle East, China, Africa and South and Central America.

Language group meetings will be Friday morning, followed by a luncheon with tables arranged by language. Friday afternoon meetings will focus on second language learning, including English as a second language, bilingualism and testing of second language learning.

At this time of growing national awareness and concern about foreign language programs, it is important to all language teachers to join together in a common effort. Therefore, we hope you can attend the state meeting.

President's Commission Update

Much of the last newsletter (February) was devoted to a report on the President's Commission on Foreign Language and International Studies. A number of the Commission's recommendations were summarized. Since February, there has been some progress toward implementation of the recommendations. One recommendation of the President's Commission was that each state name a commission to look at the status of foreign language and international studies. Many states have already done this. A steering committee is working in Montana on preliminary information for a state group, with the hope that the incoming governor will support that effort.

Another recommendation was that the new Department of Education name a deputy secretary in charge of international education. Richard M. Krasno, formerly with the Ford Foundation, was named deputy assistant secretary for International Education on July 30.

Two other recommendations have been directly addressed. The President's Commission suggested that a National Council be named to focus public attention on the nation's declining competence in foreign languages and the urgent need for improved understanding of international affairs. This council has been appointed and had its first meeting. In addition, per capita funding was recommended and is provided in legislation introduced by Congressman Paul Simon (IL). Hearings on the bill, **The Foreign Language Assistance Act** (HR 7580), took place September 10 and 16.

Foreign Language and International Studies Continue to Gain Support

A number of other events have underscored the growing concern for upgrading the nation's capabilities in foreign language and international studies. Recommended funding for fiscal year 1981 has been increased from \$20 million to \$30 million.

House Concurrent Resolution 301, co-sponsored by 40 congressmen, expresses the "sense of Congress that school authorities and college and university administrators should consider strengthening the study of foreign languages and cultures through appropriate actions, including the following: the gradual establishment of requirements for the study of foreign languages and cultures for entrance to post secondary institutions; the addition of foreign language studies and international studies as requirements for college graduation; . . . the offering of a wider variety of language at the secondary school level; and the placing of greater emphasis on the teaching of foreign languages and cultures for elementary school children."

Secretary of Education Shirley Hufstедler has stated support for greater emphasis on foreign language study. In an interview published in the May 12 **U.S. News and World Report**, she said, "I hope we can build a structure in which, as is true in many countries all over the world, education in a second language begins in kindergarten."

These positive gains in support of better, broader foreign language education rely to a very large degree upon the positive, active support of informed citizens. There is a continuing need for that support to address the adjustment of national priorities and to continue with the implementation of recommendations of the President's Commission on Foreign Languages and International Studies.

—Duane Jackson
Foreign & Second Language

Health & Physical Education



Health, Physical Education, Recreation and Dance State Convention

The 1980 Montana Association for Health, Physical Education, Recreation and Dance State Convention will be held October 16-17 at Eastern Montana College, Billings. The convention includes sessions on health, elementary and secondary physical education, adapted physical education, recreation and dance.

Three National Diffusion Network Programs will highlight the convention. Project Adventure from Hamilton, MA represents combination of Outward Bound technique and philosophy with a humanistic group process approach to learning and teaching. The program includes initiative games, outdoor activities, a ropes course and an academic curriculum component.

Project Active from Oakhurst, NJ is a program designed to serve handicapped slow normal or gifted children. It teaches how to diagnose and assess pupil strength and deficiencies and prescribe motor perceptual-motor, physical fitness, posture and nutrition tasks.

Project PEOPLE from Phoenix, AZ is a success-oriented physical education program from high school students with unique needs utilizing peer-tutors (student aides) to emphasize individualized training. Students develop mental, social, emotional and physical abilities at their own pace through individualized learning in physical education.

Registration for the convention will be from 8-10 a.m. on Thursday, October 16 at the EMC Physical Education Center. Cost is \$10 which includes Convention Registration and MAHPERD Membership. For further information, educators may contact the Health and Physical Education consultant, 1-800-332-3402.

Information

The Montana Affiliate of the American Diabetes Association has brochures available for teachers and administrators in the care of diabetic children in school. The brochure, entitled **School Children with Diabetes**, includes what to look for and the treatment for low and high blood sugar. For a copy of the brochure, contact the Health and Physical Education consultant or the Montana Affiliate, Box 2411, Great Falls 59403, 761-0908.

The Montana Council on Alcoholism has been working with school districts on establishing goals and objectives, teaching strategies K-12 and methods of implementing an alcohol education curriculum. For further information contact the Montana Council on Alcoholism, P.O. Box 632, Helena 59601, 442-5726.

For information on asthma and smoking education contact the American Lung Association of Montana, Christmas Seal Building, 825 Helena Ave., Helena 59601 442-6556.

By December 1, the State Film Library will have a new health series of films. The films (12) will deal with students at the secondary level and focus on mental health. Subjects include love, stress, conflict and changing relationships. A teacher's guide is included. For more information on the series "On the Level" contact the Health and Physical Education consultant.

Dance Arts Workshop

The Montana Dance Arts Association (MDAA) will host their fall workshop in Helena at Carroll College on October 16-18. There will be a variety of dance classes offered for all ages. For brochures and registration forms contact Renee Kowalski, 1620 Leslie, Helena 59601, 442-0885.

The Northwest District AAHPERD Convention will be held March 27-28, 1981 at the Park Hilton Hotel, Seattle, WA and the 1981 National AAHPERD Convention will be held in Boston, MA April 13-17.

—Spencer Sartorius
consultant
Health & Physical Education

PRIME TIME

. continued from page 7



Montana's Adapted Driver's Manual

Have you received your set of **Adapted Drivers Manuals** and related materials? The manual was developed to help students with low-level reading ability obtain a Montana Learner's License. Every high school librarian in the state of Montana was mailed a set of manuals, workbooks and language master cards. We hope you find the material helpful.

1981 MTEA Conference

The Montana Traffic Education Association will be hosting its 1981 Spring Conference May 3-4 at the Yogo Inn, Lewistown. Mark this date on your calendar and make plans to attend. It should be the best conference yet. We want you to be a part of it.

Journal of Traffic Safety Education

The **Journal of Traffic Safety Education** is written to inform school teachers and supervisors about instructional standards and teaching techniques. This quarterly periodical will help you do a better job of preparing teenagers to survive in today's traffic. A one-year subscription costs \$6. Your high school librarian might be willing to purchase it out of the library budget. Send your check or money order to Larry Collins, subscription editor, 4348 Lomina Ave., Lakewood, CA 90713.

Rules of the Road

	SPEED LIMITS In miles per hour		FATALITIES per 100 million miles driven (1977)
	Super highway	Ordinary intercity roads	
W. GERMANY	NONE	62	7.9
ITALY	67	66	6.4
FRANCE	61	56	6.0
HUNGARY	75	62	14.5
BELGIUM	75	56	10.5
PORTUGAL	75	56	22.5
BRITAIN	70	60	4.0
SPAIN	62	62	12.4
DENMARK	82	50	4.8
NETHERLANDS	62	50	6.0
GREECE	62	37	12.9
JAPAN	62	31	4.7
NORWAY	56	50	4.2
TURKEY	56	56	32.2
U.S.	55	55	3.3

*Kilometer speed limits have been converted to miles

Single copies of the **MVMA Motor Vehicle Facts and Figures '80** are available free of charge by writing: MVMA's Statistics Department, Communications Division, 300 New Center Building, Detroit, MI 48202. This booklet is full of statistical data related to the automobile, energy, the environment and traffic safety.

Policies/Practices Guidelines for Safety Education have been published in four volumes. They address nine safety topics. They were 2½ years in the writing, sponsored jointly by ADTSEA (American Driver and Traffic Safety Education Association) and ASSSDE (Association of State Supervisors of Safety and Driver Education).

Volume I has three segments:

- School Safety Program
- School Safety Education Checklist
- Preparation/Certification of School Safety Personnel

Volume II's segments are:

- Driver and Traffic Safety Education
- Driving Simulator Instruction
- Multiple Car Plan
- Advanced Driver Education

Volume III contains the Policies and Guidelines for Motorcycle Safety Education.

Volume IV is a Safety Education Dictionary of Terms.

Dr. William D. Cushman, ADTSEA executive director, announces the following prices:

ADTSEA Members	Non-Members
Vol. I \$ 6	\$ 8
Vol. II \$ 9	\$ 11
Vol. III \$ 5	\$ 6.50
Vol. IV \$ 7	\$ 9

Quantity prices for the same volume shipped to the same location are 10 percent off for 5-9; 20 percent off for 10 or more.

Send check or money order for orders under \$10 (billings will be sent for order of \$10 or more). Contact Dr. William D. Cushman, ADTSEA Office, 1201 16th St., N.W., Washington, D.C. 20036.

Insurance: The System You Can't See is a package of materials prepared by Kemper Insurance Companies based on elements developed by the Illinois Department of Education. The teaching kit is a factual instructional approach to safety responsibility insurance. It includes an illustrated instructor's guide, a three-part filmstrip, cassette and activity masters. To order, write to Insurance, The System You Can't See, P.O. Box 14306, Dayton, OH 45414. Price: \$5.

—Curt Hahn
manager
Traffic & Safety Education



Schools gain support in latest Gallup Poll

The nation's schools rank second only behind the church on the list of American institutions in which people have a great deal of confidence, according to the results of the **12th Annual Survey of the Public's Attitudes toward the Public Schools** which was a joint project of the Gallup Poll and the Charles F. Kettering Foundation.

The survey sampled 1,547 adults, 18 years and older, during May 1-8, 1980. A full report of the results appears in the September edition of **Phi Delta Kappan**.

Since 1974, the public has been asked to rate the schools A, B, C, D or Fail. During the first six years of that period, there has been a consistent decline in the percentage of respondents who would grant the schools a grade of A, beginning with 18 percent in 1974 and slipping to eight percent in 1979.

This year, 10 percent of the survey respondents gave the local public schools a grade of A, and Gallup reports some evidence from survey results that the downward trend may be reversing.

Twenty-five percent of the public rated the schools with a grade of B and 29 percent gave the schools a grade of C.

In both 1973 and 1980, respondents were asked the same question: "How important are schools to one's future success—extremely important, fairly important, not too important?"

Seven years ago, 76 percent of the public said they felt schools were extremely important to success; this year the percentage was 82 percent.

When asked who should have the greatest influence in deciding what is taught in their local public schools, the public overwhelmingly (68 percent) favored the local school board. The state government was favored by 15 percent, while only nine percent felt the federal government should have the greatest influence over curriculum.

In an attempt to determine what thoughts or suggestions citizens might have for improving education in their own community, the poll asked respondents to choose four particularly important suggestions from a list of 14 things which might have a good effect on the education students receive in public schools in their community.

"Well educated teachers and principals" was the highest priority, being listed by 50 percent of those surveyed. "Emphasis on basics such as reading, writing and arithmetic" was second (49 percent), and "teachers and principals personally interested in progress of students" was third (44 percent) and good parent-teacher relationships was fourth (40 percent).

The change in the ratings may be due to changes in the emphasis placed upon the basics in many school districts or to a better understanding among the general public of just what the schools are achieving, the survey report noted.

The halt in the decline in the ratings of the public schools is a welcome sign, because the poll shows a growing perception of schools as extremely important to one's future success. ☆

Safety Tips for Wood Burning Stoves

Are you wondering how to keep your woodstove fire safe this winter? One way is to avoid creosote buildup which may be accomplished by following these tips:

Burn hardwood. Good, dry hardwood is best for burning and the heavier, the better. Hardwood contains about 8500 BTU per pound. Pitchy softwoods contain much resin and gum, which are high in energy content but poor in conversion to heat. They increase tar emission and creosote buildup.

Burn dry wood. Dry wood is better because it can burn with less draft. Moderately dry wood is better than very dry wood for preventing creosote buildup.

Short, straight stovepipes. Stove pipes should be short with few bends. Superfluous elbows reduce effective draft and add turbulence, contributing to creosote buildup.

Select the proper size woodstove for an area. Don't buy stoves too large for an area you wish to heat. When a stove is too large, it must be run at the low end of its output range. This means low damper setting, slow smoldering burns, and fast creosote buildup.

Burn small, hot fires. Build only the size fire you need. Don't make an inferno that must be controlled by shutting the draft. This will restrict the oxygen supply, causing poor combustion, longer residence time and lower chimney temperatures.

Add fuel often. It's safer to add fuel to the fire in small amounts and often than adding in large loads.

Keep the chimney warm. A warm chimney will collect creosote more slowly than a cold one. Interior chimneys are more desirable than exterior types. Insulated chimneys keep the flue gas hot until it leaves the chimney.

When to clean fireplaces. Variables, such as fireplace size and construction, type of wood, moisture content of wood, type of fires and kind of chimney, determine the frequency of cleaning. Look at the upper part of the firebox with a flashlight, and if the buildup is ¼ inch or more, clean the entire fireplace and chimney. Inspect often.

When to clean woodstoves. Clean more than once a year and more often if a primary source of heat. Remember: ¼ inch of soot equals a 10 percent efficiency drop.

For details about preventing creosote buildup, installing woodstoves and cleaning chimneys, write Montana Fire Services Training School, 2100 16th Ave. South, Great Falls 59405. ☆

Eleven school districts receive energy grants

Eleven Montana school districts are reaping the benefits of a grant program for reducing energy consumption and cost and for promoting the use of renewable energy sources. School districts receiving the 50-50 matching grant, which was authorized by the National Energy Conservation Policy Act of 1978 for use by public and non-profit schools and hospitals, are the following: Bainville, Dist. 64 and 64D; Billings School Dist.; Box Elder, Dist. 13-G; Chinook, Dist. 10; Fort Benton, Dist. 1; Great Falls, Dist. 1 and A; Havre, Dist. A; Miles City, Dist. 1; Three Forks, Dist. 24 and J-24; Twin Bridges, Dist. 7; Whitehall, Dist. 4-47.

Below are the four necessary steps for applying for the grant:

Step 1: Completion of the Preliminary Energy Audit form and the Energy Consumption form.

The Preliminary Energy Audit gathers basic information on the building characteristics and provides a general description of the building.

The Energy Consumption is to be completed with information for a calendar

year, which can be obtained from a monthly power bill.

Step 2: The Energy Audit (EA).

The energy Audit is a brief survey and analysis of a building. The survey and audit includes energy use patterns and identification of no-cost and low-cost operational and maintenance charges.

Step 3: Technical Analysis (TA).

The analysis by registered engineers or members of an engineer/architect team will recommend energy conservation measures (ECM), establish potential BTU savings through ECMs, and establish payback period for ECMs.

Step 4: Energy Conservation Measures.

Energy Conservation Measures are measures identified in the Technical Analysis. Funding is available for those ECMs that qualify with the payback period of greater than one year and less than 15 years.

For more information about institutional building grants, write Fred Easy, Dept. of Natural Resources and Conservation, 32 South Ewing, Helena 59601, 449-3940.

☆

Western Heritage Center provides unique resources

The Western Heritage Center in Billings has a unique resource available to Montana schools. It's "Suitcase Exhibits," the in-town exhibits for schools in the Billings area and traveling exhibits for schools throughout the state.

Each "Suitcase Exhibit" provides historic and cultural information in a trunk filled with museum artifacts, reproductions, photographs, graphics and background materials. Classes will have an opportunity for inquiry and discovery through "hands on" experiences with the artifacts. A script or text describes the objects and the graphics and provides historical background on the subject.

Each "Suitcase Exhibit" is available for payment of shipping charges to the next scheduled destination.

Museum tours are also available to school groups planning a visit to the Western Heritage Center.

Traveling exhibits include the following: The Plains Indian Culture; The Cowboy

and Cattle Industry; The Homesteader; The Mountain Man; Schools on the Montana Frontier; The Blacksmith, America's Handyman; Montana Immigrants.

To schedule any of these "Suitcase Exhibits" contact Western Heritage Center, Curator of Education, 2822 Montana Avenue, Billings, 59101, 252-5181, ext. 330.

Also from the Western Heritage Center is the first issue of the Montana edition of **Boing**. **Boing** is the Denver Children's Museum publication which went national with 25 museums forming a national network with a combined circulation of 1.7 million. Dedicated to serving the learning needs of children, grades 3-6, the Western Heritage Center's edition will highlight local and Montana history in this free publication.

Schools interested in receiving **Boing** should contact the Western Heritage Center. ☆

Principal conducts state study on intermediate teacher needs

Jerry Pauli, Ronan Middle School Principal, will be surveying teachers in 56 schools during the month of October. Those schools that will be asked to participate in his study are those that are listed in the 1979-80 Montana Education Directory as having either a grade alignment of 5 and 6, 5-8, 6-8, 7 and 8, or 7-9.

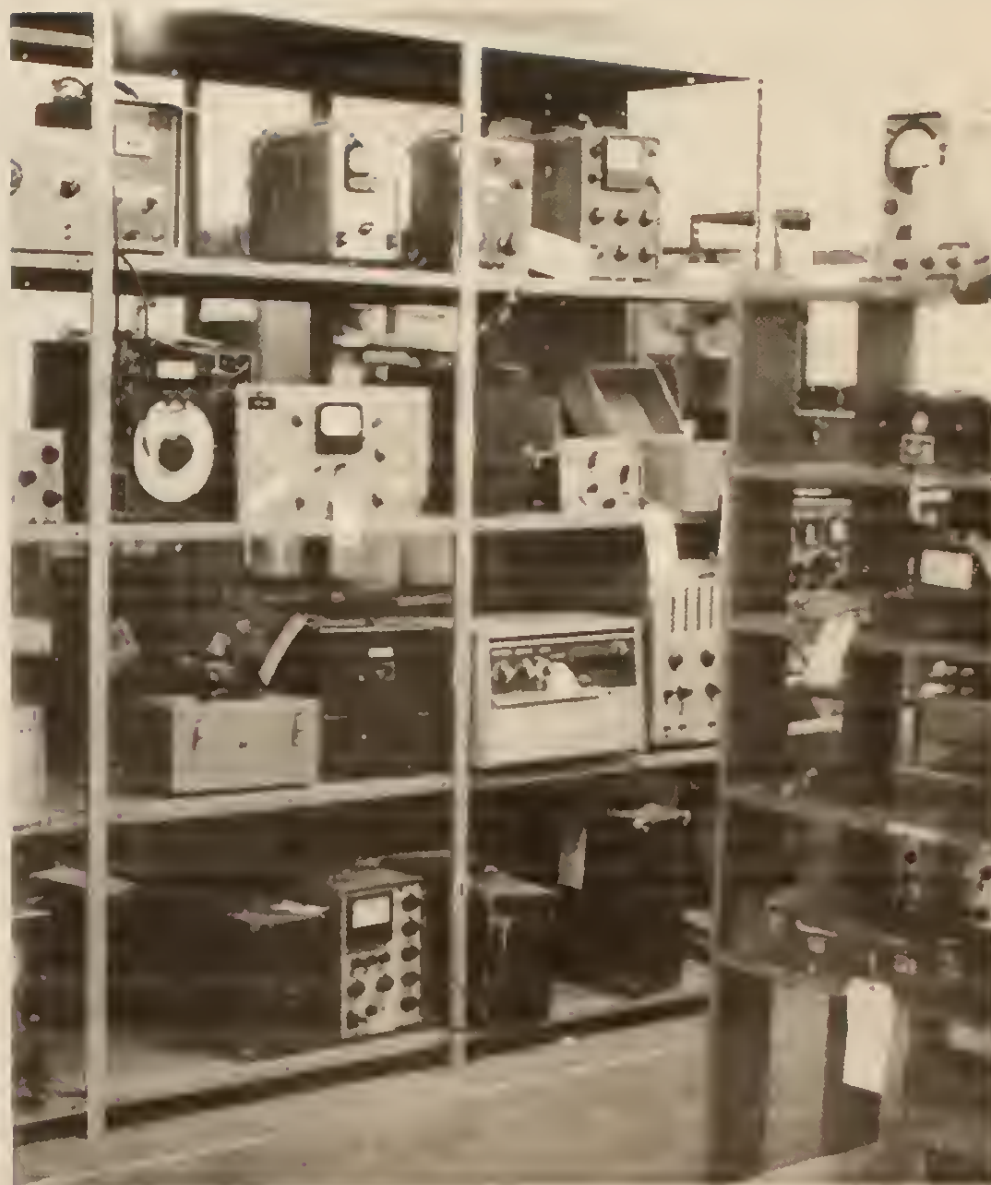
The purpose of his study is to determine the opinions of the intermediate level teacher in Montana in four broad areas:

1. Opinions toward their own teacher training program.
2. Opinions concerning their degree of job satisfaction as an intermediate level teacher.

3. Opinions in the relationship to what they see as the concepts of a middle school.
4. Opinions expressed concerning the training of future intermediate level teachers in undergraduate educational programs.

According to Pauli, this is the first extensive state study of teachers who work with the 10- to 14-year-old age group and is drastically needed in Montana.

"The needs of the intermediate level students in Montana have got to be given the same priority by those in education as given to the lower elementary and high school students," Pauli said. ☆



Typewriters, calculators, desks, file cabinets and other school and office equipment and furniture may be obtained inexpensively at the **Surplus Property Bureau on Front St. in Helena**. All schools, state agencies, health and education non-profit organizations, and cities and counties may purchase available and needed items. The cost covers service and handling. Contact Dorothy Card at Surplus Property Bureau, Front St., Helena, 449-2084 for details.

Help A Child Grow captures top award

A public service campaign produced in 1979 in connection with the "Help a Child Grow" program has captured two top advertising awards for the Office of Public Instruction's Special Education Unit.

The campaign captured first place in the multi-media category of the Montana Great Ad Awards, a statewide advertising contest; and placed second in the public service category of American Advertising Federation's prestigious "Best in the West" contest, a regional competition involving hundreds of prominent advertisers and agencies from thirteen western states.

Designed to increase awareness of Montana Special Education services available to children with a variety of learning problems, the "Help a Child Grow" program was coordinated by Paul Spoor, federal programs manager, Scott Lane, preschool coordinator, and Special Education Unit Director, Shirley Miller.

The campaign included radio and television announcements, posters and brochures produced by Wendt Advertising, Great Falls.

As a result, 492 inquires were made to the Office of Public Instruction for information and materials. Many more contacts were made directly to local schools for materials and services. ☆

Montana Schools is published eight times yearly—in September, October, November, December, February, March, April and May—by the Office of Public Instruction.

Georgia Ruth Rice
Superintendent of Public Instruction
Barbara Welter
Manager
Division of Public Information
Barbara Kosa
Administrative Assistant
Division of Public Information
Gail Hansen
Word Processing Supervisor
Division of Public Information
Chloie Ellingson
Word Processor
Division of Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Circulation is 17,700. Copies are available free upon request. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication consideration, questions and comments should be sent to **Montana Schools**, Office of Public Instruction, State Capitol, Helena, MT 59601.

Marian Lane and Joe Lillemon use puppets to discuss different handicaps, skills, and abilities of the "Kids on the Block." This project on handicap awareness is being presented in Montana classrooms through the cooperative efforts of the Office of Public Instruction, Developmental Disabilities Planning and Advisory Council, and United Cerebral Palsy of Montana.

Marian and Joey are training other puppeteers and performing the puppet shows in schools, but funds for purchasing more puppets are needed before all the schools who want performances can be scheduled. Information about the project may be obtained by contacting Marian Lane, United Cerebral Palsy of Montana, Room 432-Casco Building, 1601 2nd Avenue North, Great Falls, 59401 or Manager of Staff Development, Special Education Unit, OPI, 1-800-332-3402.



Teacher Center News

Western Montana Teacher Center

English/social studies conference

The Center is planning a Spring English/Social Studies Conference on February 21, 1981. One of the themes will be **Language Arts and Social Studies: The Key to Global Understanding**. Sectionals will include **Montana History**, **Montana authors**, **Creative Writing** and **Global Education**. The Conference will be for all teachers K-12 in all subject areas!

Asian refugee helps

Teachers have gained many Asian refugee children in their classrooms but have had few resources with which to teach these children. The Center, in an effort to meet this need, initiated a Summer Writing Project for the purpose of developing materials and resources for these teachers. Project participants included a Hmong interpreter, a high school ESL teacher, an elementary ESL teacher, a home Asian tutor, program director, a regular classroom teacher, a Title I teacher, an anthropologist, the Teacher Center program coordinator, a vo-tech teacher and two rural school teachers. Following is a summary of the results of this project:

1. Ongoing support meeting
2. Tapes
3. Slides
4. Many booklets, library reference material
5. Inservice programs for teachers of Asian refugees (first scheduled for January)
6. A booklet for high school teachers of Asian refugees

This material is available for use by any educator in Montana. For further information, contact the Teacher Center at 721-1620 or 818 Burlington B101, Missoula MT, 59801.

October Calendar

Oct. 1	Split Brain Research Meeting, 4:15 p.m.
Oct. 4	Time Management Workshop, 9 a.m. - 4:30 p.m.
Oct. 7	Planning Session for Learning Center Workshop, 4:15 p.m.
Oct. 11	Learning Center Workshop, 9 a.m. - 3 p.m.
Oct. 14	Making Our Way In The Woods: An Adaptive Recreation for Special Education, 4:15 p.m.
Oct. 18	Calligraphy Workshop, 9 a.m. - noon
Oct. 20	Asian Refugee Support Group Meeting, 4:15 p.m.
Oct. 22	Child Abuse/Neglect Workshop, 7 - 9 p.m.
Oct. 25	Children's Self Concept: A Workshop for Parents & Teachers, 9 a.m. - noon

Teacher Center for Gallatin County

When teachers request resources on topics as diverse as Venezuela, Australia, South Africa, Iran, biology and other sciences, they have a ready resource in the new Teacher Center Director-Ronald L. Haynes.

In his role as director of the Center, Haynes said that he is "promoting a non-political, neutral role, a sharing of ideas and a field agent approach." He describes the Center as a treasury of resources for educators.

The Teacher Center exists to help teachers. Staff members provide any materials, resources or services that teachers request and urge teachers to contact the Center with questions, ideas and suggestions.

The Center is planning many workshops in the near future on such topics as alcoholism, grant-writing,

sentence-combining, secondary bulletin boards, discovering student talents, silk screening and batik for children. The Center's telephone number is (406) 587-8181, and the address is 615 Sixteenth Street, Bozeman.

Activities for October

Oct. 2	Policy Board meeting, 5 p.m.
Oct. 9	Talents Unlimited Workshop, 7-9 p.m. Pam Tackle, Earlene Hemmer
Oct. 10	Paraprofessional workshop involving Jim Fowler and M.S.U. educators, 9 a.m.
Oct. 13-16	Open House Week
Oct. 13	Administrators and school board members, 9 a.m. - 6 p.m.
Oct. 14	Secondary teachers, 9 a.m. - 6 p.m.
Oct. 15	Building rep rally/buffet, 4:30-6 p.m.
Oct. 16	General open house, public invited, 9 a.m. - 8 p.m.
Oct. 17	Mini-workshops
Oct. 21	Teachers' Convention for the Non-Public Schools in Montana, 10 a.m. - noon.
Oct. 27	Fabric Crafts Workshop, 7 - 9 p.m. Anne Thorson, Tish Herries
Oct. 28	Sentence Combining Workshop, 4:30 - 6 p.m. Cheri Thurston
All month	Sentence Combining Workshop, 7 - 8:30 p.m. Cheri Thurston
Tentatively scheduled	Filmstrips on preview from Media Basics Workshops on grant writing and teenage alcoholism ☆

UN G T A S T I E D S

Glacier Park — Site for Science Workshop

A science workshop will be conducted for 40, K-12 teachers at Glacier National Park October 24-27 through the cooperation of the Department of Interior, Glacier Park and the Office of Public Instruction.

The workshop will include science activities for classroom teachers, information resources provided for science education by the Department of Interior, pictures and a presentation of Glacier Park wildlife, and observation of eagles during the salmon run on the Flathead River.

Enrollment is limited. A dormitory facility is available for the first 25 enrollees at \$2 per day. The remaining 15 participants must find their own lodging. All participants must provide their own food.

A one-credit option through the University of Montana is granted to students.

Information and enrollment may be obtained by contacting the Science/Mathematics consultant, 1-800-332-3402.

★

Physical Fitness and Sports Awards

The President's Council on Physical Fitness and Sports has announced that students in Kalispell SDA Elementary, Frenchtown High School, and Bozeman Jr. High School are the 1979-80 Physical Fitness Champions in Montana. Each school will receive a plaque, certificate and individual award patches.

Congratulations to these "physically-fit" students!

★

A Presidential Classroom for Young Americans

As a non-partisan, non-profit educational organization, the Presidential Classroom provides the impetus for students to develop their own opinions on issues of concern in a forum where national leaders present their views and explain their roles in shaping national policy.

During the 12 years since the inception of this program, more than 25,000 high school students have gone to Washington, D.C. to participate in a program focusing on the Presidency, Congress and the Judiciary, as well as the private sector.

For information about the program contact Angie Whitaker, executive director, P.O. Box 19084, Washington D.C. 20036, (202) 638-2234.

★

Thesaurus of ERIC Descriptors Now Available

The completely revised **Thesaurus of ERIC Descriptors** has been published recently by the Oryx Press and includes over 8,000 terms and cross-references. The thesaurus will serve as the main tool in the retrieval of information from the ERIC system.

It contains a new introduction and instructions for using CIJE and RIE, plus over 1,400 revised terms and several hundred new ones.

The **Thesaurus of ERIC Descriptors** is the result of a massive two-year project which involved the 16 ERIC users. It's available from the Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004. Price, \$13.20.

Humanities Grants Available

Schools interested in specific projects in curriculum development and teacher education in language, literature, history and other humanities are invited to contact Francis Roberts, National Endowment for the Humanities, 806 15th Street, N.W., Washington, D.C. 20506, 202-724-373.

Applications must be submitted by November 1. The National Endowment for the Humanities is especially interested in \$5,000 to \$20,000 grants for curriculum in individual schools and occasional large grants for projects with wide applicability.

★

Newsletter Addresses Special Student Problems

A newsletter, entitled **Youth Forum**, is for counselors, supervisors and advisors to youth. This newsletter addresses the special problems of today's students in the areas of alcohol, drugs, stress, handicaps, smoking, depression, career guidance and many other areas. The newsletter is written to educate readers about problem areas and to keep them informed of possible methods of dealing with problems in the school and community.

Quantity copies are available at substantial discounts.

Obtain a free sample issue simply by writing to **Youth Forum**, PO Box 1637, Springfield, VA 22151 and stating you read about **Youth Forum** in **Montana Schools**.

★

Free Ed Programs and Materials

The American Lung Association of Montana has completed an updated catalogue of available free educational programs and materials. It lists several excellent and recent films, as well as some new booklets and pamphlets. Write to the American Lung Association of Montana, Christmas Seal Building, 825 Helena Ave., Helena, 442-6556.

★

Teach or Study Abroad

Persons interested in the "Teach or Study Abroad" program for 1981-82 may request brochures and application forms from Teacher Exchange Program, Office of International Education, U.S. Department of Education, Washington, D.C. 20202.

Application period is until November 1, 1980.

Summer seminars are for teachers currently employed in the field of scheduled seminars and for social studies' supervisors and curriculum.

Teaching positions are a direct exchange of positions by American Teachers with teachers from Canada, France, Germany, New Zealand, Switzerland and the United Kingdom.

Basic requirements are U.S. citizenship, bachelor's degree, current employment, two years of teaching experience for seminar participation and three years for a teaching position, fluency in foreign language for a teaching position in France, Germany or Switzerland.

SAVE A LABEL Announcing the return of Labels for Education

Campbell Soup Company will again sponsor the Labels for Education Program beginning December 1, 1980 and ending February 20, 1981. Over the past seven years, participating schools have redeemed labels from Campbell products for more than \$12 million worth of school equipment and supplies.

Grades K-8 are invited to collect labels from Campbell products. These labels may then be redeemed for your choice of over 400 items of school equipment: audio-visual and athletic equipment, reference books and teaching aids for science, math and reading.

Labels for Education is a simple cooperative label collection project, not a fund-raising drive.

For information about starting the program, write Campbell's, Labels for Education Program, P.O. Box 3011, Maple Plain, MN 55348.

★

National Rifleman FREE SUBSCRIPTIONS

The Kalispell Gun Show, N.W. Montana Arms Collectors Association, will purchase a one-year subscription for approximately 60 schools for the **National Rifleman** magazine. For more information write to Bob Bornick, St. Ignatius School Dist. 28, St. Ignatius, 59865.

★

Traffic Ed Program Application Due

School district applications for Approval of Traffic Education Programs for the 1980-81 school year and summer 1981 are due and must be approved by the Superintendent of Public Instruction **before** the program begins. This application form can be obtained by contacting the Division of Traffic and Safety Education.

If your school's application for this school year was submitted, it is not necessary to do this again.

Be advised that all vehicles used in an approved program must be equipped with a first-aid kit, flares or reflector warning devices, and a fire extinguisher located in the passenger compartment.

★

Indian Health Board

The Montana Indian Health Board has installed a "code-a-phone" in the Billings office to better serve you while they are out of the office. Their number is 652-1270 at 1215 24th St. W., Suite 225, Billings, 59101.

★

Correction for School Foods

In the School Foods Section of September's "Prime Time," the first paragraph of "Competitive food and foods of minimal nutrition value" should state as follows:

"June 30, 1980 was the last day foods of minimal nutritional value could be sold to students at any time prior to the end of the last lunch period in schools with lunch and breakfast programs."

Calendar

October

1	First Day of Speech & Drama Meets	16-18	Slate Vocational Education Leadership Conf. - Billings
3	American Enterprise Day		Montana School Library Media Assn. Retreat - Essex
6	Child Health Day		Montana Art Education Assn. Conf. and Retreat - Bozeman
6-7	DECA-OEA-VICA Fall Leadership Training Conf. - Great Falls		Montana Dance Arts Assn. Convention
8	Board of Public Education - Hamilton	16-19	Montana Council of Teachers of Mathematics Annual Conf.
	ESEA Title IV, Title II, Career Education and Nutrition Education grant applications due	17	Montana School Boards Assn. Meeting Great Falls
9-10	ESEA Title I Regional Workshops - Helena	22-25	MASBO Annual Meeting - Great Falls
10-11	Montana Adult Education Assn. meeting - Great Falls	23-24	Glacier Park wildlife and eagle observation workshop - Glacier National Park
12-18	National School Bus Safety Week	24-27	Halloween
13	Columbus Day		
15-17	Montana Federation of Teachers Annual Meeting - Fairmont Hot Springs	31	

November

16-17	Montana Education Assn. Teacher's Convention - Great Falls		General Election Day
	Montana Music Education Assn. - All State AA Drama Teacher's Meeting - Great Falls	4	State Championship Football Games -(A,C)
	Montana Assn. of Language Teachers -Missoula	7-8	Montana Parent-Teacher's Assn. -Billings
	Montana Assn. of Teachers of English State Convention - Great Falls	14-15	State Championship Football Games (AA,B)
	Montana Assn. for Health, Physical Education, Recreation and Dance State Convention - Billings	16-22	American Education Week
		17-18	Board of Public Education - Great Falls
		21-27	National Farm-City Week
		27	Thanksgiving Day



Georgia Rice, Superintendent
Office of Public Instruction
Helena, MT 59601

DOCUMENTS DISTRIBUTING CE 10/80 15020
MONTANA STATE LIBRARY
930 E LYNDAL
DEADHEAD

Toll-free educational hotline:
1-800-332-3402

371.2005

Pills

October 1980

8.24#2

PLEASE RETURN

Montana Schools

Volume 24, No. 2 Office of Public Instruction Georgia Rice, Superintendent October 1980

Ever no. 2

STATE DOCUMENTS COLLECTIONSPS 091 970)

1980

MONTANA STATE LIBRARY
930 E Lyndale Ave.
Helena, Montana 59601

From the Superintendent:

As we settle into the routine of the school year, we need to keep in mind that education has changed in our lifetime and is continuing to change. The social results of a revolution in knowledge and technology are with us daily.

Who in the 1930's would have thought that computer, television and satellite technicians would be in great demand in 50 years? Who would have expected modern medicine to add years to human life? Who would have predicted a rate of technological change which would occasion a need for periodic re-education of adults in the society? Who would have predicted a knowledge explosion which would tax the greatest minds of any age to put the flow of new information into manageable order?

Now, as in the past, society turns to the schools to assist parents in preparing youth for life in a complex world. Accordingly, schools have been assigned responsibility, not only for effective teaching of the 3 R's but also for helping students become knowledgeable consumers, energy conservationists, productive citizens, capable parents, safe drivers of automobiles and wise selectors of recreation.

Schools have been charged with desegregating society, educating the handicapped and improving education for the gifted. In addition, schools are centers for transmitting our cultural heritage along with skills and appreciations in music, dance, drama and art. Vocational education, career education, parenting education and information on alcohol and drug abuse appear in the curriculum of many schools.

As teachers we face decisions as to whether we teach content in isolation, by relationship to other content or both. We must try to be caring as we use the motivational power of competition. We must rise to the demand for setting the example of teaching and valuing children regardless of how they look, learn, speak or dress.

In Montana we are fortunate to have a circumstance which can be of immeasurable value in fostering, sharing, helping, learning, growing -- small classes in small schools in a rural state.



Each child's sense of identity can be enhanced through needed personal attention. Students can be challenged to work together rather than to exist as a number, isolated and alone in a heavily populated and rapidly changing society.

Each of us has the opportunity to serve children and the society well. To do so we must meet the challenges of the task, individually and as a profession, ever remembering that one person with dedication constitutes the beginning of a majority.

Georgia Ruth Rice